



## How to Write..... GIEP's

Best Practices

Handouts:  
<http://ccgiftedcollaborative.wikispaces.com/>

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## Competencies

- To explore standards that can be used to create GIEP's
- To determine if acceleration, enrichment, or both is indicated by PLEP
- To develop a GIEP using NAGC and PDE resources

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## Where to Start.....

### What does NAGC about effective curriculum planning and instruction?

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## PreK-12 Programming Standards:

- **Standard #3: Curriculum Planning and Instruction**

**Demonstrate growth commensurate with aptitude during the school year**

- Use local, state, and national standards to align and expand curriculum

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## Curriculum Planning

- **Demonstrate growth commensurate with aptitude during the school year**
  - Design and use comprehensive scope and sequence to develop differentiated lesson plans
  - Adapt, modify, or replace the core or standard curriculum to meet the needs of gifted students,
  - Incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content
  - Use a balanced assessment system (pre-assessment, formative assessments)

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## Curriculum Planning

- **Demonstrate growth commensurate with aptitude during the school year**
  - Use assessment to pace instruction based on the learning rates of students to accelerate and compact as appropriate
  - Use information and technologies to individualize for gifted students



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## Instructional Strategies

- Students with gifts and talents become independent investigators
  - Use critical thinking skills
  - Use creative-thinking strategies
  - Use problem-solving model strategies
  - Use inquiry models



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## NAGC Standards

### ● Standard #5: Programming

Variety of programming: Students with gifts and talents participate in a variety of evidence based programming options that enhance performance in cognitive and affective areas.

- Educators regularly use multiple alternative approaches to accelerate learning
- Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting

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## Goal setting

- Step #1: Review PLEPs
- Step #2: Determine acceleration, enrichment or combo
- Step #3: Write the goal
- Step #4: Break the goal down into short term learning outcomes
- Step #5: Determine the specially designed instruction to fit the goal/STLO.

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## Step 1: Review Present Levels

- Looking at the student's area(s) of strength answer the following:
  - Where is the student performing right now in regards to the standards (and last year's growth)
  - Has the student met or exceeded the end of year expectations for the content area that is supported by this strength?

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## PLEP for Matt

- PLEP checklist
  - Writing is a strength for Matt the 4th grader and we are planning his GIEP for the 5<sup>th</sup> grade year
  - What would do with this knowledge about Matt?



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## Strength in Writing

- Let's Look at 5<sup>th</sup> Grade End of Grade Expectations:
  - PA Standards
  - Common Core
  - Learning Progressions on SAS



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## PA State Standards

**Standard Area - 1.4: Types of Writing**

**Grade Level - 1.4.5: GRADE 5**

**Standard - 1.4.5.A:** Write poems, multi-paragraph stories, and plays. Include detailed descriptions of people, places, and things. Include literary elements and devices.

**Standard - 1.4.5.B:** Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions). Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

**Standard - 1.4.5.C:** Write persuasive pieces. Include a clearly stated position or opinion. Include supporting details, citing sources when needed.

**Standard Area - 1.5: Quality of Writing**

**Grade Level - 1.5.5: GRADE 5**

**Standard - 1.5.5.A:** Write with a clear focus, identifying topic, task, and audience.

**Standard - 1.5.5.B:** Develop content appropriate for the topic. Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and supporting details.

**Standard - 1.5.5.C:** Organize writing in a logical order. Use appropriate transitions within sentences and between paragraphs. Include an identifiable introduction, body, and conclusion.

**Standard - 1.5.5.D:** Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice. Include specific details that convey meaning and set a tone.

**Standard - 1.5.5.E:** Revise writing to improve organization and word choice; check the logic, order of ideas, and precision of vocabulary.

**Standard - 1.5.5.F:** Use grade appropriate conventions of language when writing and editing. Spell common, frequently used words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.

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## Common Core

**COMMON CORE STATE STANDARDS FOR**

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Appendix C: Samples of Student Writing

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## Common Core Writing – Gr. 5

**Grade 5 students:**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - Introduce a topic or text clearly; state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Introduce a topic clearly; provide a general observation and focus, and group related information logically; include formatting (e.g., headings, illustrations, and multimedia) when useful for making connections.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.

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## Common Core Writing- Grade 5

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact?).")
  - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).")
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Learning Progressions for Writing

<http://www.pdesas.org/module/content/search/learningprogressions.aspx>

1 2 3 4 5 6

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## Step 2: Acceleration/Enrichment/ Both?

- Looking at the student's area(s) of strength answer the following:
  - Has the student achieved mastery level of the 5<sup>th</sup> grade writing expectations?
    - How can we tell?
    - Present Levels – look at work samples, match them up next to 5<sup>th</sup> grade exemplars
    - If the answer is yes....Accelerate and look at 6<sup>th</sup> grade expectations
    - If the answer is no...Enrich and fill in the gaps

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Has Matt achieved mastery level of the 5<sup>th</sup> grade writing expectations?

- If the answer is yes...Accelerate and look at 6<sup>th</sup> grade expectations
- If the answer is no...Enrich and fill in the gaps

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## Writing Diagnostics

- Teachers College Reading and Writing Project- K-8 narrative writing continuum
- 6 Trait Writing Assessment
- PSSA Writing Rubric

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## Step 3: Write a Goal

- Looking at the student's area(s) of strength complete the following:
- 3. Write a measurable goal for Matt.

REMEMBER:  
Matt has demonstrated that he is already working at a 5<sup>th</sup> grade level of writing. In order to challenge him we need to set higher goals.

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Given a topic or an opportunity to choose, Matt will develop his writing to a proficient or higher level using criteria from the 6<sup>th</sup> grade level.

•What are your ideas for a goal?

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## Goal WritingCriteria: CNBC

- Look at the goal created for Matt.
- Does it fit this criteria?
  - C- Condition
  - N- Name
  - B- Behavior you want
  - C- Criteria

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Given a Condition Name Behavior Criteria to choose, Matt will develop his writing to a Criteria proficient or higher level using criteria from the 6<sup>th</sup> grade level.

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## Step 4: Break goal down into STLO's

- What evidence will Matt create?
- How will it be evaluated?
- Who will evaluate it?
- When will this occur?

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STL Outcome	Objective Criteria	Assess Procedures	Timelines
1. Write an Argument	Proficient on PSSA Writing rubric	Teacher will evaluate after student has had ample opportunity to self-evaluate	On-going but at least once a marking period
2. Informative/ Explanatory Texts	Proficient PSSA Writing rubric	Teacher will evaluate after student has had ample opportunity to self-evaluate	On-going but at least once a marking period.
3. Use technology, including the Internet, to produce and publish writing	????	????	On-going but at least 1 published writing per 2 marking periods.

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## Common Core Writing – Gr. 6

### Grade 6 students:

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce a claim and organize the reasons and evidence clearly.
  - Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or issue.
  - Use words, phrases, and clauses to clarify the relationships among claims and reasons.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the argument presented.

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, graphics such as charts, tables) and multimedia when useful to strengthen comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationship among ideas and sentences.
  - Use precise language and domain-specific vocabulary to address ideas or topics.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented.

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- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrative experiences or events.

### PSSA Writing Rubric

	Advanced	Proficient	Basic	Below Basic
<b>Claim</b>	Advanced claim; distinguished from alternate claims; organized for reader	Proficient claim; alludes to alternate claims; organized for reader	Basic claim; may not reference alternate claims; organized for reader	Below Basic claim; no reference to alternate claims; difficult for reader to follow
<b>Evidence</b>	Expects evidence for both sides of a claim; highlights strengths and weaknesses of both; addressing alternate questions from reader	Expects evidence for both sides of a claim; addressing one or two alternate questions from reader	Expects evidence for both sides of a claim; give limited reasons (strength of your claim, refute alternate claim); addressing alternate questions from reader	Expects evidence for your claim; highlights strengths of the claim; addressing alternate questions from reader
<b>Word Choice</b>	Words, phrases, and clauses for major sections of text; precise, concrete; clarify relationships between claims, reasons, and evidence	Words, phrases, and clauses for major sections of text; precise, concrete; allude to relationships between claims, reasons, and evidence	Words, phrases, and clauses for major sections of text; allude to relationships between claims	Some word choice on your own; precise, concrete in parts of text; little or no relationship established between claims
<b>Tone</b>	Expects and fulfills a formal style and objective tone while adhering to the norms and conventions of the discipline in which this is writing	Expects and fulfills a formal style and objective tone while adhering to the norms and conventions of the discipline in which this is writing	Expects and fulfills a formal style and objective tone, without including the norms and conventions of the content area	Failure to establish a formal style and objective tone
<b>Organization</b>	Articles were presented in a logical order; introduction was clear; body included many details, and details and conclusion summarized main ideas; writing flowed smoothly throughout	Articles were presented in a logical order; introduction was clear; body included many details, and conclusion summarized main ideas	Some ideas were presented in logical order; introduction, body, and conclusion were included	Writing was fragmented; ideas were not presented in logical order; introduction, body, and conclusion were unclear

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## Step 5: Determine the specially designed instruction

- What?
- When?
- How often?
- Where?
- How long?

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SDI	Start Date	Frequency	Location	Duration
Alternative rubrics	Start of classroom assignment	As directed by the classroom teacher	General education classroom	Entire school year
Instruction on publication process	Within four weeks	As directed by gifted support teacher	Gifted support classroom	9 weeks- 1 marking period

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## Step #5: Support services

Support Services	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration
Collaboration between regular education and gifted support teacher	Implementation date of GIEP	Once a week	General education classroom	September 2011- May 2012
Librarian	Implementation date of GIEP	As needed	School library	September 2011- May 2012

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## Enrichment vs. Acceleration

- Chapter 16 provides for both
- Which one or how to combine is best determined by the needs of the child
- Even enrichment implies a certain level of acceleration

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## Let's review

- Write five statements that would tell me about your knowledge of how to write goals, STLO's, SDI, and support services as they relate to the writing of a GIEP.
- Rank each your statements as to your confidence level.
- 3 = very confident with this knowledge
- 2 = somewhat confident with this knowledge
- 1 = not confident with this knowledge

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## Now its your turn.



- Step 1: Review PLEPs
- Step 2: Acceleration/Enrichment/Combo
- Step 3: Write the goal
- Step 4: Break the goal into short term learning outcomes
- Step 5: Determine the specially designed instruction to support the goal and STLO's.

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## Contact information

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 Gifted Liaison  
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## Resources

- National Association for Gifted Children. Pre-K- 12 Programming Standards. <http://www.nagc.org/>
- Pennsylvania Department of Education. Standards Aligned Systems. [www.pdesas.org](http://www.pdesas.org)

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